

UPLIFTING ADOLESCENTS PROJECT

“REGIONAL NETWORKING FORUM”

for

NON-GOVERNMENT ORGANIZATIONS (NGOs)

**Hotel Versailles
Longbridge Avenue, May Pen, Clarendon
September 23, 1999**

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I N T R O D U C T I O N

The second Regional Networking Forum was held on 23 September 1999 at the Hotel Versailles, May Pen. On this occasion, participants were representatives of those non-government organisations (NGOs) in St. Catherine, Clarendon and Manchester which were participating in the Uplifting Adolescents Project (UAP) as sub-grantees.

Appendix I (pg. 21) lists the names of the 18 participants who represented the five (5) NGOs in the Central Region, as well as the names of other persons who were in attendance from, or on behalf of, Development Associates Inc.

As for the first Forum, which had been organised in the previous week for NGOs in St. James, Westmoreland, St. Ann and St. Mary, the Agenda (See Appendix II, pg.22) was designed to achieve the following objectives:

- a) to provide an opportunity for networking among NGOs;
- b) to enable NGOs to share experiences and creative problem-solving methods and materials;
- c) to foster collaboration between NGOs in developing and promoting strategies for programme sustainability and growth.

This Summary Report has been prepared as a permanent record of the Forum's proceedings. Each participating NGOs will receive a copy The **Head of each organisation should ensure that it is circulated, for information and appropriate follow-up action, to all persons involved with the UAP.**

SUMMARY OF FORUM PROCEEDINGS

Welcome & Introductions

Mr. Sam Dowding, UAP Program Co-ordinator, welcomed participants and thanked them for attending. For the benefit of those persons who had not previously met them, he introduced Mrs. Sandra Cooper, UAP Training Co-ordinator and Facilitator of the Forum; Mrs. Seneca Lewis Garraway, the Social Policy Analyst provided to the Youth Unit, Ministry of Local Government, Youth & Community Development by UAP; and Mrs. Beverley Butler, the Rapporteur who would prepare a report of the proceedings

He informed participants that they were attending the second Regional Networking Forum as the first one, at which UAP sub-grantees in St. James, Westmoreland, St. Ann and St. Mary were represented, had taken place in Montego Bay a week earlier. Noting that the idea for regional forums had come from participants of previous workshops, who had desired more opportunities to meet and share ideas and experiences with each other, he pointed out that it had become imperative for the NGOs to establish closer links with each other.

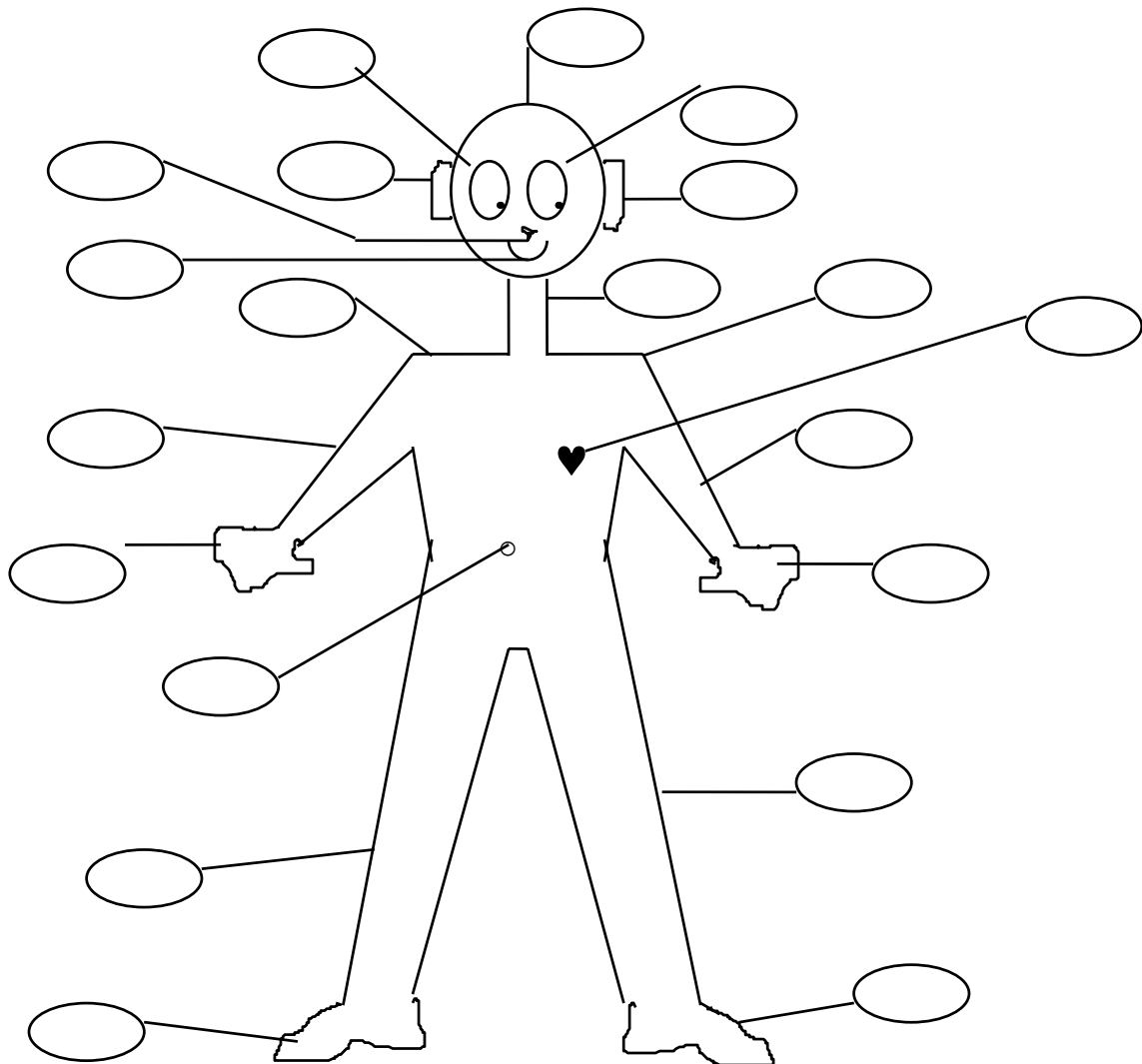
He reminded his audience that the initial funding for the UAP was expected to end on or about July 31, 2000. Development Associates was very concerned about NGOs' financial readiness to continue their current work with 'at risk' adolescents after that date. For that reason, an item — "The Way Forward: July 2000 and Beyond" — had been included on the Forum's Agenda to focus discussion on what they were going to do to enable continuation of the activities already underway. Adding that he was looking forward to hearing plans for more effective collaboration among NGOs, he urged them to also work with other organisations in the society to ensure that the youth in their communities were provided with all the opportunities possible to achieve optimum development.

Mrs. Cooper also welcomed participants and reviewed the Forum objectives and agenda items with them. She commended them on the displays of their work, which were on show in a section of the meeting room, and encouraged everyone to view the exhibits during the coffee break and lunch period.

Instructions were then given for the first activity.

Opening Activity

Mrs Cooper drew attention to a sketch of the human body, which was displayed on the flip chart. (A representative drawing is shown on the following page to give an idea of what participants saw.)



SKETCH

Participants were asked by Mrs. Cooper to consider the roles they performed in their NGOs. Each person was then to come forward in turn to:

- i) state his/her name, NGO, job function
- ii) write his/her name in the blank label attached to the body part that best represented the personal contribution he/she was making to the NGO; and
- iii) briefly explain the reason for choosing the part labelled.

Urging them to be creative, she gave some ideas on what could be said in response to iii) above; for example:

- *I am the mouth of my NGO because I am the spokesperson.*
- *I am the head/brain....because I am the one who comes up with new ideas.*

The statements made in relation to Part (ii) of the activity were:

- I feel like the **arm** of my NGO because I help to build self esteem.
- I feel like the **blood circulation system** of my NGO because I keep things going.
- I feel like the **brain** of my NGO because I am constantly thinking.
- I feel like the **ears** of my NGO because I listen to the children and learn from them. *[2 persons]*
- I feel like the **eyes** of my NGO because...
I have to oversee what's happening.
I help the Head to see some things.
- I feel like the **feet** of my NGO because I am constantly moving about.
- I feel like the **hands** of my NGO because...
I am always doing things.
I help the children to learn to do things (I teach sewing)
I perform multiple roles.
- I feel like the **heart** of my NGO because I give love to the children.
- I feel like the **navel** of my NGO because I am the hub; everything comes to me and goes out from me.
- I feel like the **neck** of my NGO because I hold up the programme.
- I feel like the **shoulder** of my NGO because...
the children lean on me.
I give support.
- I feel like the **shoulder** of my NGO because...
I am always there for students-- providing a shoulder to lean on.

In reviewing how the activity had been carried out, Mrs. Cooper said she hoped it had made them realise that each person, regardless of job rank, could make a useful contribution towards organisational effectiveness and goal achievement.

Panel Discussion: 'Best Practices' in Project Implementation

A representative or team of representatives from each NGO was invited to report on the organisation's project implementation experience, highlighting successes, obstacles/solutions and 'best practice' recommendations. The reports were as follows:

1. YWCA, Spanish Town

Mrs. Violet Jones & Mrs. Beverley Black

There were 151 adolescents, between 10 and 16 years old, in the YWCA programme, although most were between 10 and 14 years old. Attendance at the classes offered by the Y was the first in-school experience for many of their students. The positive results which they had achieved in developing literacy skills were due largely to their focus on giving each child a great deal of individual attention. Several recruits had been helped to the stage where they could re-enter comprehensive or all-age schools, and some had passed subjects in the Jamaica School Certificate (JSC) examinations.

The presenters drew attention to the teaching aids that they had brought with them, and outlined some of the successful teaching methods used with new learners. For example, in teaching students how to write the letters of the alphabet, they first taught them to form the shapes of the different letters by 'writing' in the air with the movement of their fingers only. Then the students progressed to writing the letters on the chalkboard, and finally in their books. Writing practice was a daily exercise and one 13-year old, for example, who had never before gone to school, was now able to write beautifully because of the individualised attention she had received.

2. Jamaica Red Cross

Mr. John Sayers

Mr. Sayers said that the Red Cross staff regarded their UAP input as being almost spiritual, and now were much more understanding and loving towards the children whom they served.

He said it had been realised that youngsters entering the Red Cross programme had rejected the formal education system and teachers as a whole. Therefore, special training was given to UAP staff (through development seminars, etc.) so that they could begin to see their pupils as 'different' children with special needs, rather than as 'troublesome' and 'wicked'.

The training also helped the teachers to understand themselves better, and to learn about appropriate methods for teaching and interacting with their pupils. Ministry of Education staff had been very helpful in the training effort, and he recommended that other NGOs make use of the training assistance which was available from that source.

The qualitative gains were as significant as the quantitative results, so it was important to motivate as well as teach skills. If students' self-esteem could be built up, all other things would fall into place. In addition to remedial education, some of the strategies employed to develop well-rounded 'graduates' were:

- One-on-one counselling
- Using well chosen, properly trained peer educators

- Encouraging them to identify realistic personal goals; (e.g., instead of aiming to be as famous a DJ as Shabba, why not aim to earn a good living from, say, designing and tailoring outfits for leading stage performers like Shabba)
- Making them realise that self-discipline was necessary in order to attain desired goals (“If you are to be what you say you want to be, then you will have to do....”)
- Implementing an income-generating project that also lends itself to teaching a multiplicity of skills.

With regard to the last strategy, Mr. Sayers explained that apiculture projects had been started at 3 Red Cross centres: Kingston, Central Village and St. Thomas, in collaboration with the Ministry of Agriculture. Apiculture was chosen because he had long engaged in it as a hobby; it was environmentally-friendly; and students could be enabled not only to acquire bee-keeping skills but also to learn how to bottle honey and make labels for the bottles. They also made the necessary gloves and other protective clothing, and were introduced to carpentry in order to make the boxes in which the bees were kept.

Following a brief discussion about the therapeutic uses of honey and other bee by-products, in which others participated, Mr. Sayers mentioned that some of the honey produced from the project was on display. He added that a future goal of the project was to give every interested student graduating from the UAP programme, a box of bees to start him/her off on something from which a decent living could be earned.

When he revealed a need for some help with sheet metal work, Mrs. Cooper suggested that he network with Mrs. Sarah Newland Martin of the Kingston YMCA, which had sheet metal trainees who might be able to assist.

Mrs. Garraway suggested that the scope of the present activity could be extended to assisting other NGOs to start similar projects, if they were interested. Protective clothing could also be made for sale to other bee-keepers.

3. Women’s Centre of Jamaica Foundation (WCJF)

Ms. Sherill Morris/Ms. Beatrice Phillips

Ms. Morris started by giving some background on the overall work in which the Women’s Centre was engaged. They had drawn on their experience with counselling and educating teenage mothers when they became involved in the UAP in 1997

In elaborating on what had worked for the Women’s Centre, as far as their UAP programmes were concerned, Ms. Morris highlighted the following points:

- Staff must be dedicated, compassionate, patient and good listeners, who love children and are able to deal with the numerous problems that these students have.
- Community members should be involved as mentors and role models.

- Successful programme delivery requires more than just teaching ‘academics’; students’ other needs had to be addressed (e.g., clothes, somewhere to bathe, food, bus fares, etc.) as a prerequisite for achieving behavioural changes or new learning.
- Provide some activities in which the emphasis is on having fun, although learning will take place:
 - e.g., WCJF’s Summer Programme in July each year. Materials are provided for art and craft activities; children are taken on nature walks and visits to historical sites; ‘rap’ sessions are arranged with community members and professionals working in occupational areas in which the children have expressed interest.

Immediate future plans included placing more emphasis on the mentoring programme and expanding technical and vocational training.

Ms. Phillips briefly reported on some of the activities in which WCJF’s Mandeville Centre was engaged:

- Integrating music (rhythms), drama with teaching core subjects;
- Encouraging development of positive self-esteem, gentler behaviour;
- Fostering the desire for excellence by giving little tokens for doing well in quizzes and competitions;
- Operating a *Birthday Club* to show recognition and acknowledgement of the individual value of each child’s existence (many had never had their birthdays remembered in any obvious way)
- Setting up a *Book Club* to arouse interest in reading
 - Better readers help less able ones. Students are also encouraged to join the library and research information.
- Assigning responsibilities for various tasks, and/or encouraging volunteering
 - The experience has been that the children like to be given responsibility or to volunteer for jobs, such as saying prayers at the start of class.
- Helping them to find out/understand basic terms and information relating to themselves (e.g., nationality, christian name, surname, postal address, spelling correct names of parents, siblings and self) and which, surprisingly, that most never knew or thought about before.
 - A representative from “Children First” said her organisation had sessions in which students were shown how to complete actual forms, e.g., phone applications. Many had never gone inside places like banks, so some of the older students were taken to a bank to open accounts.

Following the coffee break, presentations were made by representatives from the Rural Family Support Organisation and Children First.

4. Rural Family Support Organisation (RFSO)

Mrs. Patricia Miller/Ms. Lorna Bennett

Mrs. Miller said the RFSO experience had been that more boys than girls drop out of the regular school system. Her organisation delivered Personal & Family Development and Remedial Education through the UAP, in addition to other programmes for their 'special populations' of boys over 16 and teenage mothers.

Over the past two years, RFSO had returned several of the 10-14 'drop-outs' in their UAP programmes to the regular school system, and had received good feedback about their improved deportment and academic progress. For example, two students, who were returned to Denbigh Secondary School, were made monitors.

The mode of instruction used was more activity-based than 'chalk and talk'. She drew participants' attention to the display set up in the room by RFSO, which included examples of the attractive teaching aids and techniques used both in their centres and recommended to teachers of the in-school students with whom they also work.

Two demonstrations of these techniques were given. The first was the reading of a poem, "That's Good", by Mrs. Miller in syncopated 'dub' style to get across a values reinforcement message in a manner which would hold the interest of young people. The second demonstration was given by Ms. Bennett to show the use of the "Who Am I?" technique. She said it could be used for any subject but, in that instance, she would show its use for teaching Arithmetic, a subject which many students feared:

TEACHER sets out the following problem by using cards or writing on the chalkboard:

$$\boxed{?} + \boxed{6} = \boxed{8}$$

then says:

If you add me to 6, you get 8. Who am I?

STUDENT: I don't know., Miss.

TEACHER: Well, I am the unknown. To know who I am, you will have to use the other two numbers and take the smaller number from the greater. Which is the smaller of the two numbers here?

STUDENT: Six, Miss.

TEACHER: Take 6 from 8 and tell me how much you have left.

STUDENT: Two, Miss.

TEACHER: The unknown has become known! So tell me then, Who am I?

STUDENT: Two, Miss.

TEACHER: That's right. Two plus six equals eight. You have found the unknown by using the information you did know. Let's try another one...

Mrs. Miller then resumed by saying that RFSO sought to help parents understand their adolescents better through various activities (e.g., viewing and discussing video-cassette presentation on Puberty; sex education presentations at PTA meetings), and to assist students to re-define their paths for the future. Help was also given with basic meals (e.g., bus fares, a cooked meal).

Mr. Dowding commented that, at the forum held the previous week in Montego Bay, there was discussion on getting other agencies more involved in what the UAP was working to accomplish. He had mentioned that the Kingston YMCA and RFSO had already accessed HEART/NTA collaboration for some of their non-UAP activity. He suggested that other NGOs should look at their identified needs and move to get external support where possible.

5. Children First

Ms. Aneita Jones/Ms. Lornette Campbell

Participants heard that this organisation dealt primarily with street children, although their programme also had a component for in-school children needing extra help. For these, a Homework Programme had been organised.

Most of their 139 students lived in economically-depressed areas, and a strong remedial education programme was provided for them as most could not even recognise or make the letter 'o' on entry. During the last year, approximately 18 students were returned to normal schools.

A theme teaching approach was used at the Centre. For example, if the theme for a week was, say, "Friendship", all lessons and activities would incorporate that concept. Some other productive strategies employed were the use of games as a teaching tool; introducing students to the library and showing them how to use its resources; and organising a Schools Challenge Quiz to encourage knowledge development. A Graduation Ceremony was also being planned for the next set of school-leavers.

The children were also encouraged to form and express ideas/opinions and gain an understanding of what was happening around them in the society. One channel for this was the "Come Mek We Reason" sessions in which external resource persons sometimes participated or students discussed, for example, what they would like to communicate to Government about various social issues.

As far as skills training was concerned, subjects taught — through the co-operation of practising professionals — were barbering, cosmetology and photography.

One-on-one meetings with parents were also an integral part of the programme. In these meetings the children's progress and future were discussed. Workshops were also arranged for them with the objective of improving their parenting skills

Miss Campbell then reported on her work as a Level 1 teacher. She received help from high school volunteers in coping with the large number of children at that level. The only prior schooling that most of the students had received was at the Basic School level. With some input from Ms Camille Taylor, she explained a few of their teaching strategies (e.g., Food Bingo, rhyming definitions for parts of speech). Participation in choir, dance and drama was used to encourage awareness of, and commitment to, issues such as environmental protection.

The focus was, therefore, on teaching language and number skills. However, attention was also paid to encouraging high self-esteem and desirable behaviours. They were taken on field trips to, for instance, the prison, morgue and infirmary to see first-hand where certain behaviours could lead.

The children were involved in developing their own disciplinary code, and a system of warning cards (à la football) had been developed as consequences for different types of behaviour: yellow card = warning; red card = disciplinary measure prescribed for the offence will be applied.

A participant made the observation that she had heard people there talking about the teaching of Mathematics and the fear children had of the very word. In her view, what was being taught in the UAP classes was simple arithmetic, since there were several other components of Mathematics (e.g., algebra, geometry, calculus), which were not touched on. Some inconclusive discussion took place on which terminology ought to be used. However, it was clear that many persons felt that the common fear of manipulating numbers could be overcome, if the concepts were introduced through integration with other subject areas or through scenarios typifying real-life situations.

Mrs. Cooper thanked all the groups for their informative reports, and suggested that they could follow-up with each other to get more details of any of the strategies they had heard about that morning, which they might want to implement.

She then introduced Mr. Rankine, the next presenter, who would give participants an update on the operations research project in which he was engaged. His presentation was to be followed by one from Ms. Sherill Morris, in which she would give an overview of the process being followed in a research project underway at WCJF.

Presentations: Operations Research

1. Operations Research Project: Literacy/Remedial Education of ‘Street’ Children in Montego Bay & Spanish Town

Mr. Dobson Rankine, L. A.R.. & D. Enterprises Ltd.

Mr. Rankine said this 18-month research project had started in July 1998 and would end in December 1999. For purposes of the project, ‘street’ children were defined as those who spent most of their time on the street, but considered that they had a home; and those who considered the street to be their only home.

The project was designed to track the learning outcomes of certain ‘street’ children in the 10-14 age group, who had been recruited and enrolled in UAP programmes at *Western Society for the Upliftment of Children* in Montego Bay, and *Children First*, Spanish Town as special research groups. The anticipated outcomes were that literacy among those children would improve at least four levels, based on JAMAL’s criteria, and they would be motivated to continue their education toward personal fulfilment. This would be achieved through multi-media approaches in keeping with the principles of Strategic Learning, and the development of critical-thinking skills.

In fact, the project’s aims matched what was described in the Faure Report, “Learning to BE” (UNESCO, 1972):

The aim is not simply to enable illiterate persons to decipher words in a textbook, but to become better integrated into their environment, to have a better grasp of life, to enhance their personal dignity, to have access to sources of knowledge which they personally may find useful, to acquire the knowledge and the techniques they need in order to lead a better life.

Appropriate comprehensive documentation and manualisation of the project was planned, so that the benefits of the project could be transferred to other agencies operating UAP programmes.

A survey was conducted to determine the number of street children in the target geographical areas and 109 were identified in Spanish Town. A similar exercise carried out in Montego Bay had distinguished a much larger number there. Of the 109 in Spanish Town, 30 were selected as a research group, on the basis of age and interest in enrolment. Their educational attainment levels were ascertained and found to be at either Level 1 or lower.

Considerable time was spent initially in meetings and seminars with the teachers who would be dealing directly with the research group of students. It was necessary to prepare a special curriculum, lesson plans, treatment plans for each child, and progress report forms. Special emphasis was placed on learning activities which would allow them to use their creativity to concretise and reinforce learning.:

The first term (3 months) had to be spent on their social adjustment. Aggressiveness and the use of foul language were typical behaviours. Ground rules had to be established, through consensus building, and enforced. Some found it difficult to comply with the rules that they themselves had designed. Some appeared to be very emotionally and mentally disturbed and a few referrals to hospitals and Mico C.A.R.E. were made.

Establishment of the research project at the Spanish Town centre was extremely difficult, because of the physical inadequacies of the teaching environment. Yet, helped largely by the commitment and dedication of the teachers, adjustments were made and things got going.

By the end of the second term, positive behavioural changes were observed in most of the 30 students: responsiveness to the special attention shown by staff, pride in being treated as students, some evidence of social bonding with each other and with their teachers.

The main conclusions reached so far were that:

- children were capable of learning even under very unfavourable learning conditions;
- there was no limit to achievement, if challenge and encouragement were given;
- the relationship between teacher and student is important in determining the child's attitude to school and learning;
- teachers don't have enough time with each child to offset all of the adverse influences of the external environment;
- some parents showed renewed interest when their children made progress.
 - A case in point was that of a mother who went to work in Antigua but left her child behind with the explanation that, since the child was unable to read, it would not be possible to enrol her in a school there. When the mother returned on a visit, and found that her daughter could read, she promptly arranged for the girl to travel back with her to Antigua.

3. Operations Research Project: Women's Centre of Jamaica Foundation Ltd. (WCFJ)

Ms. Sherill Morris, Deputy Director, WCFJ

Ms. Morris gave a brief outline of what the research project at her organisation was about what had been happening so far. The study was initiated to determine whether the provision of intensive personal development, remedial education and pre-vocational training to 'at risk' youth, during the critical years between ages 10 to 14, would influence positive behavioural changes and life goals to the extent that became them less likely to become involved in anti-social behaviours and early pregnancy.

Twenty (20) peer counsellors were trained to assist the two counsellors working full-time with the research project.

The Montego Bay Centre was selected as the experimental site and the behavioural outcomes from the research group there would be compared with those at another rural service point, the Savanna-la-mar Centre, where a less comprehensive programme was being offered to a group with similar characteristics.

The project design called for a target group of 150 participants in Montego Bay and a similar number at the control site in Savanna-la-mar. Recruitment and retention of 75 in-school and 75-out-of-school participants at each location had proved more problematic than anticipated. As a result, there were now only 75 in-school and 13 out-of school students (59 males and 29 females) in the research sample. Some of those originally identified were found to have unsettled problems with the Law, and so became unavailable for purposes of the study.

At a future date, there would be an updated report giving the study's findings.

Before adjourning for lunch, Mrs. Cooper pointed out that many of the recommended teaching practices and coping strategies had been extensively covered in the several UAP training workshops held to date¹. **Participants were urged to access and review the contents of the Workshop Reports, which would provide them with useful and detailed information on 'best practices'.**

Group Activities

After lunch, Mrs. Cooper told participants that the focus of the afternoon's activities would be on how they could ensure that there would be a sustainable effort after July 2000. She observed that representatives of each agency were sitting together and said that, since the forthcoming activity was designed to establish inter-relationships between agencies, they should form 3 mixed-membership groups. Each group was directed to take up a position in a different area of the meeting room, and women were asked to take their purses with them.

Next, each group was given a sheet of paper on which the letters of the alphabet were listed in ascending order, A to Z. Action instructions were to find, from among group members' possessions and within a 10-minute period, one item beginning with each letter on the list. When an item was found, it was to be placed on the floor and its name written on the list (e.g., **r** – ring, **s** – shoe, **t** – tablet) The group with the most items at the end of the allotted time would be the winner.

After "time up" was called, the winning team had found 23 items compared to 22 and 16 items found by the other two teams.

Participants were asked three questions to encourage them to extract meaning from what they had done. The questions and their responses were as follows:

¹For information, a list of all the UAP Workshops held since the inception of the project has been included on the inside front cover of this Report.

Q1 Could you have carried out this exercise by yourself in the time allocated?

A. No.

Q2 What came out strongly in doing this activity?

- A.**
- Had to search, think creatively.
 - Had to be aware of what you had (assets).
 - Called for interdependency/teamwork.
 - Attention to urgency/time/being 'quick on the draw' was necessary.
 - Competitiveness
 - Fun
 - Energy flow/excitement
 - Motivation
 - Resourcefulness.

Q3 What contributed to the results you achieved?

- A.**
- Unity
 - Shared excitement, sense of purpose
 - We could have been more successful if we had thought more creatively.
 - We had more men in our group and so were at a disadvantage; women had a lot of things in their purses!

Mrs. Cooper pointed out that they had been looking at what could happen when resources were pooled. Each person's input had made a tremendous contribution to the group effort, and was of equal value in meeting the objective. The same thing could happen if there was teamwork between NGOs. She also pointed to how representatives from *Children's First* had quickly formed themselves into an effective presentation team when it was learnt that Mrs. Pious could not after all be present.

Participants were encouraged to transfer what they had learnt about collaboration to their work situations, and relate it to what has to be done by each person within his/her organisation (*intra-dependency*) and with other organisations (*inter-dependency*).

Mrs. Cooper then said the next step would be to think about what was going to be happening at that time next year. It was important to begin planning now and broadening their vision; that is, they were not to just look at the present situation but also at what could be. They would have to know their strengths, identify their needs and get together, with the same

enthusiasm they had just displayed, to see in which ways they could support each other's efforts.

For the next activity, Mrs. Cooper told participants to close their eyes, relax, and listen to the words of a song, "A Whole New World" (*R. Belle & P. Bryson*), that they would be hearing.

While their eyes were closed and as they listened to the song, Mrs. Cooper suggested that they imagine themselves "on a magic carpet ride", looking down at "a whole new world" of opportunity and change. As they soared above it, they could imagine this new world anyway they wanted it to be. As they flew around, each of them should think about the centres at which they worked and create images in their mind of how they would like to have these sites to appear.

After a few minutes, they were told to breathe in and out slowly as they came back down to earth, open their eyes and, without sharing their thoughts, write down what they had 'seen' on their magic rides.

When they had finished writing, individuals were asked to share their 'visions'. Their disclosures were as follows (*similar reports are grouped together*):

- committed staff
- spacious building
- well-equipped centre with residential facilities, several acres of land with lawn lined with trees, a park, buildings for each teaching area and a farm for animals and crops.
- a comfortable Shelter for abused children, with young people developing confidence in their capabilities by running the shelter themselves
- community being more involved
- a huge trailer arriving with 2 containers packed with supplies and equipment
- A big space in which children are being fed
- beautiful building with busy office staff, happy children, adults attending evening classes, income-generating manufacturing operation and delivery trucks arriving and departing
- children being taught easily learnt, marketable skills to meet their financial needs
- children participating fully in running their own programme
- children having experiences of expressing themselves freely and well, former aggressive or withdrawn children interacting well with others; and pooling their resources to help each other.

Mrs. Cooper urged participants not to under-estimate the power of imagination, because one had the power to achieve anything the mind could conceive.

The Way Forward: July 2000 and Beyond

Participants were asked to continue working in their groups to complete a questionnaire entitled “The Way Forward — Strategies for Sustainability” (See *Appendix III*, pgs. 23 - 24). They were given 10 minutes in which to discuss and complete the form, one form per group. Thereafter, a representative from each group would present a report.

At the end of the 10-minute period, the following group reports were made:

	<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>
<i>Rapporteurs:</i>	Mrs. P. Miller (RFSO)	Mr. J. Sayers (Red Cross)	Ms. L. Campbell (Children First)
<u>Questions</u>			
1 2 Unique Success Factors	Building self-esteem Making adolescents literate.	Committed staff Parental involvement	Staff Community involvement
2 Greatest Resources/ Capabilities	Dedicated staff members	Volunteers Parental involvement	Human resources Filling a need
3 Greatest Needs	Housing all in-house groups in one location	Funding for sustainability Building	More space Money More resources -- human & material
4 UAP Activities to be continued after July 2000	Personal & Family Dev. Literacy & Remedial Education	All components, especially Literacy and Personal & Family Dev.	All components, incl. Parenting Skills
5 Extent to which activities should be continued	Greater...& extended to Age 18	Greater	Greater
6 Sustainability strategies	Seek extension of USAID funding period for another 3 years	Prepare proposals for further funding. Seek more commu- nity involvement. Networking with other NGOs	Fund-raising on a united, regional basis Adopt- an NGO Programme, each agency ‘selling’ itself

<i>(cont'd.)</i>		<u>GROUP 1</u>	<u>GROUP 2</u>	<u>GROUP 3</u>
2	Potential funding sources	<i>As in 6. above</i>	Expanding existing income-generation from skills activities USAID and other agencies, e.g., Futures Group, UNDP	Apply to funding agencies
3	Who will drive this future effort?	Combined NGOs	The entire NGO community: past students, teachers, Board of Management, supportive community agencies	Individual NGOs and collective networking
4	Who will give support?	<i>As in 8 above</i>	UAP and wider community Government	Collective NGOs
5	What will be the timing?	Solicit aid now	Proposal to Funding Agencies by Dec. 1999 Lobbying of community agencies up to May 2000	Immediate.

Mrs. Cooper commented that some good ideas had been reported, and follow-up action should not be overshadowed by the demands of NOW. She said the next question for them to consider was: "What is going to happen after today?", and she led them through the decision-making process:

- i) The first suggestion was made by Mrs. Miller and it was that a letter should be written. Mrs. Cooper asked who would write the letter, and Mrs. Miller agreed to do so. Mrs. Cooper asked who would assist her, and Ms. Campbell volunteered.
- ii) Mrs. Cooper hinted that others would have to give the letter writers supporting data to include in the letter, and that duty was accepted. She then asked what the letter would be about, and Mrs. Miller said "the positives of the programme".
- iii) Mrs. Burrell suggested that the communication should take the form of an Open Letter signed by NGOs and sent to donor agencies — such as USAID, government agencies, the news media, private sector organisations. It could also be posted on the Internet and should set out the 'before and 'now' picture including success

stories, and the need for additional funding to ensure sustainability. This idea was accepted.

- iv) Mrs. Cooper pointed out that the communication should also state exactly what was wanted; some specifics on how funding would be used; and what was in it for the donor(s). She also referred participants again to the **Report on the “Fund-Raising & Sustainability for NGOs” Workshop held May 11-12, 1999**, in which they would find many creative ideas for raising substantial funding.
- v) Participants were then encouraged to set deadlines for the various activity stages. During this discussion, note was taken of the fact the NGO Heads would have to be informed of what the group wanted to do and their consent had to be obtained before the joint action proposed could proceed. In the meantime, the following time-frame was proposed:

By Sept. 30	Heads of organisations would be brought up-to-date by one of their representatives at the Forum and, as soon as possible thereafter, feedback of their initial reactions to the idea of the Open Letter would be conveyed to Ms. Campbell (<i>Children First</i>) by the following persons: <ul style="list-style-type: none">Mrs. Jones - YMCAMs. Phillips - WCJFMr. Sayers - Red CrossMrs. Miller - RFSO.
By October 8	<u>Assuming activity is to proceed</u> , regional organisations would send the writers their information for inclusion in the letter.
By October 22	A draft letter would be prepared and sent to Mrs. Cooper for information and for any editorial advice necessary
By 5/11/99	Letter sent to intended recipients.

Mrs. Cooper asked what their next step would be after the letter was sent out. Responses were: continued marketing of the organisations and using students' stories to publicise educational gains. She then suggested that when they went back to work they should continue to think about future plans, especially who would start the process and how it would move along. They should also remember that they would have to sell the thrust they had just discussed with the Heads of their teams.

She confirmed that, until their involvement ended, Development Associates staff would continue to give training and advice, but stressed that the time had now come for NGOs to **begin taking their future into their own hands, co-ordinate action plans among themselves, and get down to specifics as soon as possible.**

Mr. Dowding also suggested to them that they would have to continue getting together to plan and assess progress. Additional advice given by Mrs. Garraway was that they look at

their *Performance Tracking System* data to see how that information could help them to prove their success rates.

Evaluation

Evaluation forms (See *Appendix IV*, pgs. 25-26) were distributed for completion by participants. A detailed report of the analysis of their responses is attached as *Appendix V* (pg. 27).

In summary, 17 of the 18 participants submitted completed forms, resulting in a completion rate of 94.4%. Sixteen (16) of the 17 respondents (94.1%) either strongly agreed or agreed with the statement: “My overall evaluation of the workshop is positive”.

Nevertheless, the overall rating of the Workshop content, computed on the basis of responses to all Content evaluation factors, was slightly lower than normal at 4.33, out of a possible 5 points. The lower average score resulted from three respondents (17.6%) either failing to indicate an opinion, or actually choosing the “No Opinion” option, for some of those evaluation factors. Their reasons for not having a specific viewpoint on those issues cannot be explained from the evaluation forms themselves. One individual, in particular, neglected to rank three Statements relating, respectively, to the achievement of the workshop objectives, the effectiveness of its content and structure, or whether overall evaluation of the workshop was positive. Notwithstanding, the same person wrote “NO” as an answer to the question, “Was there anything negative....?”.

Only one respondent disagreed that he/she was “now in a better position to plan for...continuity and sustainability”, but added as an overall comment that “...I have learnt ideas that will help in my group”.

Three (3) of the 17 forms listed one negative feature each, but none of those cited were relevant to the Forum’s content, methodology or physical arrangements.

Suggestions for follow-up activity were mostly for more networking/meetings to plan and implement strategies for sustainability. On the assumption that by “clients”, he/she means the adolescents who are clients of the NGOs (and not the NGOs as ‘clients’ of Development Associates Inc.), a somewhat different suggestion appears to have been made by one person who wanted to “arrange for UAP clients in this Region to meet and share”.

Summary & Closure

As a concluding activity, Mrs. Cooper asked for brief reactions to the day’s proceedings. Typical responses were:

strong	competent, capable
hopeful	motivated
strengthened	ready
committed	united.

Participants were thanked again for their presentations and displays; and Mrs. Garraway said how impressed she had been with the inter-generational bonding between younger and older representatives. She encouraged the younger persons to hold on to their evident positive outlook and enthusiasm for the work they had chosen to do.

Before departure, Mrs. Cooper urged everyone to leave with thanks for each other and the sure knowledge that collectively they could achieve success.

Mrs. Burrell, on behalf of the May Pen-based Rural Family Support Organisation, thanked everyone for visiting the town and wished all present a safe journey to their destinations.

The Forum then ended.



UAP REGIONAL NETWORKING FORUM (MAY PEN)

September 23, 1999

LIST OF PARTICIPANTS

					ATTENDANCE
NGO	PARTICIPANTS		ADDRESS	PHONE/FAX	16/9/99
Children First	1.	Ms. Aneita Jones	9 Monk Street Spanish Town P.O.	Phone: 984-3558 Fax:	✓
	2.	Ms. Lornette Campbell			✓
	3.	Ms. Camille Taylor			✓
	4.	Mr. Tespher Rose			✓
Jamaica Red Cross Society	5.	Mr. John Sayers	Central Village Spanish Town	Phone: 984-7860	✓
	6.	Ms. Daisy Lilly			✓
	7.	Mrs. Daphne Samuels	11½ Manchester Ave. May Pen P.O.	Phone: 987-3558 (Home)	✓
	8.	Mrs. Veletta Lawson			✓
Rural Family Support Organisation	9.	Mrs. Utealia Burrell	Denbigh Show Grounds May Pen P.O.	Phone: 986-4242 Fax:	✓
	10.	Mrs. Genevieve Barnes			✓
	11.	Mrs. Patricia Miller			✓
	12.	Ms. Lorna Bennett			✓
Women's Centre of Jamaica Foundation	13.	Ms. Sherill Morris	42 Trafalgar Rd, Kingston 10 Patrick Rd, Mandeville	Phone: 929-7608 Phone: 962-0293	✓
	14.	Ms. Beatrice Phillips			✓
YWCA	15.	Mrs. Violet Jones	19 Barrett Street Spanish Town	Phone: 984-2493 Fax:	✓
	16.	Ms. Phyllis Palmer			✓
	17.	Mrs. Beverley Black			✓
	18.	Mr. Michael Baccas			✓
Presenter (Operations Reserch)	19.	Mr. Dobson Rankine	P.O. Box 1470, Kgn. 8	Phone: 927-2756	✓
UAP (Youth Unit)	22.	Mrs. Sandra Cooper	1 Holborn Road, Kgn. 10	Phone: 929-3574 Fax: 926-1813	✓
	23.	Mr. Sam Dowding			✓
	24.	Mrs. Seneca Lewis Garraway	85 Hagley Pk. Rd., Kgn. 10	Phone: 968-0979	✓
Workshop Rapporteur	25.	Mrs. B.P. Butler	Box 364, Kingston 19	Phone: 944-2057	✓

UPLIFTING ADOLESCENTS PROJECT

REGIONAL NETWORKING FORUM (MAY PEN)

September 23, 1999

PARTICIPANTS' COURSE EVALUATION

Evaluation Completion Rate

Completed course evaluation forms were handed in by 17 of the 18 NGO representatives who attended the Networking Forum for UAP sub-grantees in St. Catherine, Clarendon and Manchester. This resulted in a completion rate of 94.4%.

General Evaluation Results

Sixteen (16) of the 17 participants (94.1%) completing the evaluation form either strongly agreed or agreed with the statement: "My overall evaluation of the workshop is positive". Nevertheless, the overall rating of the Workshop content was slightly lower at 4.33, out of a possible 5 points, than the 4.53 participants' overall rating given to a similar workshop held a week earlier.

The lower average scores on this occasion resulted mainly from three respondents (17.6%) either failing to indicate any opinion, or choosing the "No Opinion" option, for some of the Content evaluation factors. Their reasons for not having a specific viewpoint on those issues cannot be explained from the evaluation forms themselves.

Only one person neglected to rank more than one of the evaluative statements. That individual did not give his/her views on Statements #1, 2 and 6 relating, respectively, to the achievement of the workshop objectives, the effectiveness of its content and structure, or an overall positive evaluation. However, the same person wrote "NO" as an answer to the question, "Was there anything negative....?".

Another respondent strongly disagreed that he/she was "now in a better position to plan for...continuity and sustainability", but added as an overall comment that "...I have learnt ideas that will help in my group".

Three (3) of the 17 forms listed negative features, but none are significant or relevant to the forum's content, methodology or physical arrangements.

Suggestions for follow-up activity were mostly for more networking/meetings to plan and implement strategies for sustainability. On the assumption that by "clients", he/she means the adolescents who are clients of the NGOs (and not the NGOs as 'clients' of Development Associates Inc.), a somewhat different suggestion appears to have been made one person who wanted to "arrange for UAP clients in this Region to meet and share".

Evaluation Details

Participants' evaluations have been tabulated in the 2 Tally Sheets forming part of this Report, but some of the details will be highlighted below.

Section A: Workshop Content

The evaluation form asked participants to give their views on 6 statements on different aspects of the workshop's content. Five of these statements (#1, 2, 3, 5 and 6) were positive declarations, while the sixth (Statement # 4: "...I discovered that I have little in common with other UAP NGOs.") allowed for expression of a contrary opinion to the one presented in Statement #3 ("...I discovered that I have much in common...").

The overall rating of the Workshop content (4.33 out of 5) was calculated on the basis of participants' responses to the 5 positive statements presented for their assessment, because ratings given to Statement #4 would have distorted the overall results.

Statement #4 was probably included for verification of the views stated in response to Statement #3. Thus, the Forum's effectiveness in highlighting shared interests and concerns is confirmed by the fact that 88.2% strongly disagreed or disagreed with Statement #4 and 100% strongly agreed/agreed with Statement #3.

When the "strongly agree" and "agree" scores are added together, most respondents (94.1%) considered that the stated objectives were met. However, two persons were evidently unable to form an opinion in that regard.

Most (88.2%) either strongly agreed or agreed that they felt better able to plan for the sustainability of the programme after July 2000, but one person had no opinion and another strongly disagreed with the statement.

An individual's assessment, that participation in the forum had equipped him/her to be in a "better position" to plan for programme continuity and sustainability, would be relative to self-perception of the prior capability to do so. Hence, affirmation of the statement may not, by itself, mean a great deal in terms of level of future performance in that regard.

At the workshop it was apparent that, for the most part, the representatives selected by NGOs to attend were quite young, and were not the decision-makers in their respective organisations. Therefore, the two persons who indicated uncertainty or disagreement probably arrived at more meaningful self-assessments than did the others.

Section B: Participants Comments

Only one respondent was evidently unable to recall any positive aspect of the workshop that stood out in his/her mind most. This occurrence should be placed in the context of the individual's identification of "stopping UAP July 2000" as a negative about the workshop

while, at the same time, strongly agreeing that “The objectives of the workshop were met” and “My overall evaluation of the workshop is positive”.

Everyone else identified one or more positive aspects of the workshop. The most popular choices were features that highlighted the potential benefits of future collaboration, and provided opportunities for sharing ideas/experiences and making preliminary plans for future joint action. More than one person cited the workshop’s participative methodology, and the opening activity which impelled them to think about the purpose they served in their NGOs.

Three (3) of the 17 forms listed negative features, but none of them really pertained to the Forum’s content, structure, delivery or physical arrangements. In any case, only two have been taken into account for statistical purposes, as the third (“Operation Research projects are still in progress, hence findings were incomplete”) could not be regarded as a real concern since the writer obviously understood that, if research was still in progress, findings could not be complete.

One of the two negatives tabulated was “lack of willingness to get up and do”. To whom this referred, or in what context, was not explicitly stated. Having been present at the forum, this analyst cannot agree that it is a valid comment on the level of any individual’s participation there. The other negative was : “Yes, about stopping UAP July 2000” and did not, therefore, refer to a workshop deficiency. Rather, it revealed residual misunderstanding about what was explained more than once during the day; namely, the forum’s main objective was to foster collaboration among sub-grantees so that they could work together to access funding for continuation/expansion of their UAP project activity after the present donor arrangement ended in July 2000.

Suggestions for Follow-Up Activity included more networking and, most importantly, immediate follow-up of the various ‘fund-raising for sustainability’ ideas discussed in the afternoon.

Additional comments confirmed the overall satisfaction indicated by the responses made in Section A of the evaluation form. As one respondent rhapsodises: “The atmosphere was peaceful, food good, and the experience was wonderful”.

One person wrote: “UAP should have more of these workshops on different topics”. The repeated requests made after each training event for “more workshops”, usually come from the passing parade of ‘first-timers’, who yearn for training and are uninformed by their NGOs about what has already been offered and documented in detail.

Recommendation:

Based on conclusions drawn from certain evaluation responses, it is hereby suggested that, for more substantial, long-term training effect, consideration should be given (during the remaining life of the UAP as it is presently constituted) to focusing ‘classroom’ efforts on the **continuous, in-depth upgrading of a single group of persons**. These representatives of the various NGOs ought to be selected primarily for their prior exposure to leadership roles/

training, as well as for their capacity and willingness to pass on to their colleagues the additional knowledge they will gain.

NGOs' often one-shot selection/attendance pattern does not lend itself to individual participants' growth in knowledge and understanding of the range of issues with which they ought to concern themselves.

B.P. Butler
28/9/99

UPLIFTING ADOLESCENT PROJECT
 WORKSHOP EVALUATION
 SUBJECT: REGIONAL NETWORKING FORUM (MAY PEN)
 DATE: September 23, 1999
PARTICIPANTS EVALUATION TALLY SHEET

SECTION A: Views on Workshop Content

Evaluation Factors & Weights	Strongly Agree 5	Agree 4	No Opinion 3	Disagree 2	Strongly Disagree 1	AVERAGE SCORES	TOTAL SCORE
1. The objectives of the workshop were met.	8	7	2			4.35	74
2. The workshop content and structure were effective.	7	9	1			4.35	74
3. During this workshop I discovered that I have much in common with other UAP NGOs.	7	10				4.41	75
5. I feel that I am now more in a better position to plan for the continuity and sustainability of the programme after July 2000.	4	11	1		1	4.00	68
6. My overall evaluation of the workshop is positive.	10	6	1			4.53	77
Overall Rating on Workshop Content:						4.33	
4. During this workshop I discovered that I have little in common with other UAP NGOs.			2	5	10	1.53	26

SECTION B: Participants' Comments

	No. of Responses
1. Most Positive Features/Aspects of the Training Received	
<ul style="list-style-type: none"> The need for, and possibility of, collaboration for continuation of UAP activity/How well some NGOs could work together/The 'togetherness' coming out of the alphabet exercise. 	7
<ul style="list-style-type: none"> "The Way Forward" discussion session/Making Action Plan for "The Way Forward" 	3
<ul style="list-style-type: none"> All dealing with the same clientele/solving the same challenges 	3
<ul style="list-style-type: none"> The sharing of opinions/ideas 	1
<ul style="list-style-type: none"> The vision for the future generation shared by NGO staff members 	2
<ul style="list-style-type: none"> We all seem to be sharing the same positive results 	1
<ul style="list-style-type: none"> Developing contacts/socialising among the NGOs 	1
<ul style="list-style-type: none"> Opening Activity - Had to think about part played in the organisation and purpose served 	2
<ul style="list-style-type: none"> Importance of planning and decision-making highlighted 	1
<ul style="list-style-type: none"> The method that was used to conduct the workshop. 	2
NONE LISTED	1
2. Negative Features	
<ul style="list-style-type: none"> Lack of willingness to get up and do [?] 	1
<ul style="list-style-type: none"> Yes, about stopping UAP July 2000 	1
NONE LISTED	15
3. Suggested Follow-Up Activity	
<ul style="list-style-type: none"> Visiting other NGOs regularly to get ideas and more unity. NGOs should issue open invitations to each other/networking with other NGOs. 	2
<ul style="list-style-type: none"> NGOs sharing ideas on how they get the lessons over to the children/sharing fund-raising ideas 	2
<ul style="list-style-type: none"> Maintaining contacts and prompt follow-up re continuation of UAP activity/The suggestions on sustainability should be followed 	6
<ul style="list-style-type: none"> To go on with the UAP 	1
<ul style="list-style-type: none"> Arrange for UAP clients in this Region to meet and 'rap' with each other 	1
4. Other Comments	
<ul style="list-style-type: none"> I have learnt ideas that will help in my group [organisation]/I think I have achieved a great deal. 	3
<ul style="list-style-type: none"> It was nice meeting the different NGOs/good opportunity for networking. 	2
<ul style="list-style-type: none"> Enjoyed workshop. Found it very informative, interesting and hopeful 	2
<ul style="list-style-type: none"> The atmosphere was peaceful, food good and the experience was wonderful/very worthwhile session./good and inspirational session.. 	3
<ul style="list-style-type: none"> Let us continue to work together 	1
<ul style="list-style-type: none"> To help more street children 	1
<ul style="list-style-type: none"> Brilliant strategies for applying for additional funding 	1
<ul style="list-style-type: none"> UAP should have more of these workshops for different topics. 	1